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ABSTRACT

This resource catalog is intended for the use of teachers and school administrators looking for an effective program using tutors to teach basic reading skills. The characteristics, objectives, and planning of such a program are discussed. Program focus, grade level, and components are described. Resources and references available on tutoring are cited, and ordering information is included. (JD)

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READING SKILLS PROGRAMS

USING TUTORS

An Educational Products Information Booklet

Developed by:

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FLORIDA LINKAGE SYSTEM PROJECT
Office of Educational Dissemination/Diffusion
Florida Department of Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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State of Florida
Department of Education
Tallahassee, Florida
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Introduction

On the following pages, you will be introduced to educational products and strategies which use tutoring as an effective educational tool. The tutors for these products may be peers, students of other ages or grade levels, adult aides or volunteers, or parents.

All of the products listed have demonstrated their effectiveness in field testing. This means that if you implement the program as specified, you can expect that your students will achieve in a manner similar to field-tested students.

If you are receiving this package as a response to a stated problem, you will note that some product names have been checked. These products appear to match the situation you have described. Descriptions of checked products are included in this information packet. If you wish, you may request information on products not checked.

If you have requested general information on the topic, you will receive only this packet which lists products which use tutoring as an instructional strategy for reading skills. You may receive more specific information on any of the products listed by detaching the form on the last page, checking the name of the products for which you wish to receive more information and sending it to FREE, Office of Educational Dissemination/Diffusion, Florida Department of Education, The Knott Building, Tallahassee, FL 32304. The telephone number you may call collect is (904) 487-1078.

Be sure to state the name of the product for which you wish to receive more information, and the name of the packet in which it is listed. (The name of this packet is : READING SKILLS PROGRAMS USING TUTORS.)

READING SKILLS PROGRAMS
USING TUTORS

A tutoring program is one in which a non-professional person directly teaches one student or small groups of students. The tutor can be a peer, an older student, a para-professional aide, or a community volunteer, such as a parent or grandparent.

Tutoring should be done in a setting where the tutor and the tutee (student) are in close proximity. Some programs direct the tutor to set beside the student. A corner of the classroom or the resource center, or niche in the hall, a special laboratory or "home" room - any of these may serve as the place for tutoring. Since tutoring requires the exchange of information in which the tutor instructs and questions and the student responds, tutoring should occur in a setting where the noise will not affect other students.

EFFECTIVENESS OF TUTORING

Tutoring is an effective strategy for reinforcing beginning reading skills because:

1) the student tends to stay on-task because of the tutor's attention.

2) the student is encouraged to "say" sounds outloud. Unfortunately, seatwork is often "soundless," even though early reading results depend on students learning to see and then to unhesitatingly say sounds and words.

3) The student is able to receive immediate information following his saying which corrects his response or praises his accomplishment. In this way, incorrect responses are not practiced, and are thus eliminated more quickly.

Research on tutoring indicates that as well as growth in basic reading skills, students show gains in affective and social outcomes. Students who serve as tutors show basic skills and affective gains as well as students who receive tutoring. (For an annotated bibliography of research, see Peer and Cross Age Tutoring in the Schools, by Sophie Bloom, U.S. Department of HEW, 1976.)

CHARACTERISTICS OF A SUCCESSFUL TUTORING PROGRAM

The following list of characteristics is based upon the experiences of successful tutoring programs, such as the School Volunteer Development Project, Programmed Tutorial Reading, and High Intensity Tutoring.

1. The principal and/or a group of teachers have thought out the goals for the program.

2. The principal and/or a group of teachers have identified the type of student who will receive tutoring. (For Example: students one-year below grade level; students who failed to pass Reading Standards D,E,F, on the 5th grade state assessment test, etc.)

3. The principal has assigned two school persons as coordinators and monitors of the tutoring program.

4. The location of each tutor has been set and will remain consistent. The setting permits a verbal exchange between tutor and student.

5. The scheduling of tutoring sessions has been established. The sessions are scheduled for about 30 minutes. Research findings support that 15 minutes of basic skills practice is an optimal learning time. Personal exchange and getting materials set and records updated take the rest of the 30 minutes.

6. The materials have been selected to fit the students' needs. The materials are designed so that progress occurs in small steps. The materials provide simple directions for the tutors.

7. Teachers have received training on how to work with tutors.

8. Tutors have received training in techniques of tutoring and how to use the materials.

9. Tutors plan instruction and assemble materials prior to the scheduled time for student interaction.

10. The tutor, student, or coordinator has recorded the student's progress on a chart or checklist.

11. The coordinating team monitors the student's progress, and the tutor's performance and morale.

PLANNING FOR THE ADOPTION OF A TUTORING PROGRAM

A school considering the use of tutors will be successful if it answers the following questions in an early stage of planning:

1) What goals are expected to result from the tutoring program?

2) Who will be used as tutors? Peers? Cross-aged students? Adults?

3) Who will arrange the scheduling of tutors and tutees; and the problems which arise when one is absent?

4) Where is each tutor-tutee pair to be located?

5) Who will choose the instructional materials to be used by the tutors?

6) Who will demonstrate the materials and the technique to the tutors so that they will be effective in their task?

7) Who will monitor or supervise the tutoring to make sure that:

    a) students are making progress.

    b) progress is being recorded.

    c) students are receiving the type of instruction that they need.

All of the products listed in this packet have been shown effective in field testing. This list of educational products on tutoring is subdivided into educational programs which use tutors, educational programs in which tutoring is a part of the strategy, and tutoring kits. A list of resource books and references on tutoring is also included.

Tutoring Programs

Most of the tutoring programs listed here were developed at a school site. The programs provide help to the school in designing a tutoring program that will succeed. Each of the programs has an "answer" to the questions listed under the section, PLANNING FOR THE ADOPTION OF A TUTORING PROGRAM, so the school is assured that their tutoring program will be well designed.

HIGH INTENSITY TUTORING (HIT)

Target Audience: Students, grades 6-8, who show deficiency in reading skills.

Description: Cross-age tutors (tutors may also be deficient) are used in a laboratory setting. A professional teacher supervises the tutor-tutee pair in an interaction which includes the use of programmed materials, informative feedback, record keeping and reward giving.

HELP ONE STUDENT TO SUCCEED (HOSTS)

Target Audience: Students, grades K-12, who need remedial reading instruction.

Description: A reading specialist in a reading resource center diagnoses the student. Prescriptive lessons are planned. Community tutors instruct students with lessons that follow the prescription.

STUDENT TEAM LEARNING (TEAMS, GAMES, TOURNAMENTS)

Target Audience: Students, grades 3-12

Description: Students from all ability levels cooperate in small teams to help each other learn specific objectives. The program may be adopted by a classroom or a school.

HIGH SCHOOL PEER TUTORING PROGRAM (Homework Helpers)

Target Audience: High school students and elementary students.

Description: College students or high school students provide tutoring in reading to high school or upper elementary students during a two-hour tutoring session two days per week. These sessions may be during class hours or after school.

IMPROVEMENT OF BASIC READING SKILLS

Target Audience: Students, grades 1-8, with reading difficulties.

PROGRAMMED TUTORIAL READING

Target Audience: First Graders who are having difficulty reading.

Description: In a quiet place, the tutor (adult or older student) sits side-by-side with the tutee. The student performs (reads or practices skill) and only after evincing difficulty does the tutor give corrective feedback.

SCHOOL VOLUNTEER DEVELOPMENT PROJECT

Target Audience: K-12, Schools or School Districts

Description: This program is designed to provide planning for a school or school district that wants to get community parent, or high school volunteers into the school. It provides a strategy for recruiting tutors and for managing tutors.

Tutoring Kits

Tutoring kits differ from tutoring programs in that the kits provide materials to reach specific objectives without specifying management and organization of tutoring programs. Therefore, tutoring kits are more easily adopted when a single teacher in a building wants to use tutors, or when the school feels confident of its management of tutoring and wants to adopt validated materials. All of the kits listed here have been validated in classroom trials. All have demonstrated their effectiveness in increasing reading abilities in the particular skill for which they were designed.

TEACHING ALL CHILDREN TO READ

Target Audience: K-3

Description: Developed for K and older children who have trouble hearing separate sounds in words, this $25 kit provides a series of games and activities which teach sound discrimination and blending of sounds that make words, using one-to-one or small group instruction. At the finish of this program, all children will be able to say the sound of regularly-spelled words when shown the print symbol.

SOUND SYMBOL PARENT TEACHING PACKAGE

Target Audience: K-5

A 30 lesson kit ($4.25) provides a student who has not learned the sound associated with a letter symbol, practice to master the skill. The kit is designed for one-to-one tutoring with a parent or other adult. The kit includes practice for speed so that the student masters the skill so that the sound is produced automatically.

BLENDING SOUNDS PARENT TEACHING PACKAGE

Target Audience: K-5

Designed for students who have mastered saying sounds associated with letters, but who are unable to blend sounds to say words, this kit ($5.50) provides structured lessons that teach the student to say words by blending sounds.

WORD RECOGNITION TEACHING PACKAGE

Target Audience: K-5

The base vocabularly of beginning readers contains many words which do not follow phonics rules. A reader must learn to unhesitatingly say these words at sight. This kit ($4.25) provides timed practice so that students learn to say 100 base vocabulary words automatically.

VOCABULARLY BUILDING PARENT TEACHING PACKAGE

Target Audience: K-5

Designed for students who can read words, but who need their reading rate and their word knowledge increased, this kit ($2.50) provides the tutor with structured lessons for increasing the speed, accuracy and word knowledge of students.

SOUNDER

Target Audience: Remedial (Grades 2-8)

SOUNDER provides instruction for students who demonstrate an inability to read unfamiliar words and who stumble over

familiar words. The program provides instruction for symbol-sound relationship, sentence reading and literal comprehension. The company which produces SOUNDER has a money-back quarantee on the product. If, when used as instructed, the students do not learn,all costs of materials will be refunded. The program is designed so that any age of student can use it. Inservice training is free if materials for 20 students are purchased. Cost: $487.

Educational Programs In Which Tutoring is One Part Of The Strategy

Some successful programs use tutors as one of many strategies. Since the adoption of such a program would be based on other considerations, the names of these programs were not included in the main section of tutoring programs. However, we would like our users to know that such programs exist and may be adopted by a school.

RIGHT TO READ: (WILSON JUNIOR HIGH SCHOOL)

Target Audience: Middle, Junior and High School students who need help in reading.

Description: Interactions between reading skills and content areas are stressed by using cross-age tutors, community volunteers, or teaching assistants to help increase reading efficiency through individual attention.

LEARNING TO READ BY READING

Target Audience: Students, grades 4-12 and adults who are non-readers.

Description: By using a special technique, oral reading to a teacher or tutor, students learn sound-symbol relationships. Teacher aides or community volunteers provide the tutoring.

COMMUNICATION SKILLS IMPROVEMENT CENTERS

Target Audience: Junior High School students who need help in reading.

Description: By using community volunteers and special reading and media centers, students are able to reach goals

they set for self-improvement in language using and reading skills.

READING POWER FOR MADISON STUDENTS

Target Audience: Grade 9

Description: The goal of this program is to increase critical thinking and problem-solving skills. Community volunteers or teacher aides help students with prescribed learning activities.

SWRL/GINN BEGINNING READING PROGRAM

Target Audience: Early reading skills are reinforced by two modes of tutoring: (1) cross-age tutors from 4th, 5th, or 6th grades are trained to work with pupils for two 50-minute sessions a week; (2) parents are provided with instructional materials for 15 minutes of practice for four days on reading skills presented during the previous week of classroom instruction.

Resources and References on Tutoring

TUTORING RESOURCES AND PROGRAM DEVELOPMENT AVAILABLE FROM RIGHT TO READ.

Contact Dr. Jean Marani, Coordinator, Right to Read; SUNCOM 278-6046 or (904) 488-6047 for information on workshops and technical assistance in the development of a tutoring program. Available Right To Read materials include:

1. Tutor-Trainers' Resource Handbook - For planning development and administration of a volunteer tutor program. $1.90; GPO Stock No. 1780-01334.

2. Tutors' Resource Handbook for Teachers for effective utilization of tutors by classroom teachers. $.75; GPO Stock No. 1780-01332.

3. Tutors' Resource Handbook - for tutors to develop their roles both inside and outside the classroom.

4. Six (6) Tutor-Training Filmstrips - Designed to assist in organizing and administering a tutoring effort in reading for elementary schools, to complement the Tutor-

Training Handbooks. Filmstrips include "Overview: On Being A Reading Tutor"; "Organizing and Administering Your Tutoring Program"; "Talking to Tutors about Tutoring"; "Word Attack Skills"; "Comprehension Skills"; and "Study Skills."

TECHNICAL ASSISTANCE FOR TUTORING PROGRAMS

The Florida State Department of Education has an office which can provide assistance to persons seeking information on school volunteer programs. Please contact:

Dr. Linda Dubaldi, Coordinator
School Volunteer Programs
Florida Department of Education
The Knott Building
Tallahassee, Florida 32304
Telephone (904) 488-0642
278-0642 SUNCOM

STUDENT TUTORING PROGRAM from the Panhandle Area Educational Cooperative

An inexpensive source of staff development materials include:

Module IX-13 Approximately $1.70	Student Tutoring Program, Minipak I: Evaluation
Module IX-14 Approximately $5.15	Student Tutoring Program, Minipak II: Prescription Writing. Filmstrip: "The Impot Chain"; Book: The Florida Catalog of Objectives.
Module IX-15 Approximately $7.60	Student Tutoring Program, Minipak III: Planning and Implementing a Student Tutoring Program Audio Tape: "Administering a Student Tutoring Program". Filmstrip: "Administering a Student Tutoring Program"
Module IX-16 Approximately $1.65	Student Tutoring Program, Minipak V: Tutor Training and Post Assessment. Book: Tutorial Manager's Guide for Training Tutors

Module IX-17 Approximately $1.05	Handbook for Tutorial Programs
Module IX-18 Approximately $10.05	Volunteering in Special Education Audio Cassette Tape: "Volunteering in Special Education" Packet: "The Wonderful World Of Volunteer Training."
Module IX-19 Approximately $10.05	Tutoring in Reading and Mathematics Audio Cassette Tape: "Tutoring in Reading and Mathematics" Packet: "The Wonderful World of Volunteer Training."
Module IX-20 Approximately $10.00	Physical Education and The Volunteer Audio Cassette Tape: "Physical Education and the Volunteer" Packet: "The Wonderful World Of Volunteer Training"
Module IX-21 Approximately $10.35	Becoming a Leader in a School Volunteer Program. Audio Cassette Tape: "Becoming a Leader in a School Volunteer Program" Packet: "The Wonderful World of Volunteer Training"
Module IX-22 Approximately $3.70	Planning a Volunteers in Education Program

PEER AND CROSS-AGE TUTORING IN SCHOOLS: AN INDIVIDUALIZED SUPPLEMENT TO GROUP INSTRUCTION By Sophie Bloom. National Institute of Education, U.S. Department of Health, Education and Welfare, Washington,DC, 20208, December 1976. Price $.95

An inexpensive book which explores concepts involved in tutoring and the development of a classroom tutoring program An annotated bibliography provides a quick survey of recent research on effectiveness of tutors and on approaches to tutoring in the classroom.

TUTORING WITH STUDENTS: A HANDBOOK FOR ESTABLISHING TUTORIAL PROGRAMS IN SCHOOLS. By Ralph J. Malaragro, Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. Price $9.95.

This handbook provides a complete model tutorial program for educators who wish to initiate either intergrade or peer tutoring programs with students. The handbook describes both forms of tutoring and provides a thorough field-tested approach to tutoring students based on the Tutorial Community Program of Los Angeles, CA. Included are: (1) sections on planning, teacher preparation and tutor training, sample tutoring procedures, program evaluation and other aspects of tutoring with students, and (2) sample letters to parents, time schedule forms, sample principal letters, workshop guides. Philosophy of the program is "Give individual attention to a hard-to-achieve skill area and it is bound to result in increased learning.

NAME OF PROGRAM	GRADE LEVEL	TUTORS			SPECIAL PROGRAM COMPONENTS											TIME	COST
		Peer	Cross-Age	Adult	Reading Specialist	Coordinator	Labgratory	Paraprofessional Aides	Diagnosis	Sequenced Lessons	Record Keeping	Games	Motivation	Parent Information	Teacher Training	Tutor Training (Manual)	Time spent in tutoring session	Start up costs per pupil
HIGH INTENSITY TUTORING (HIT)	6-8		X			X	X	X		X	X		X				30 min.	$200.00
HELP ONE STUDENT TO SUCCEED (HOSTS) [b]	K-12			X	X			X	X	X	X					X		$30.00 to $115.00
STUDENT TEAM LEARNING [b]	3-12	X								X		X	X		X		20 min.	$1.40
HIGH SCHOOL PEER TUTORING	9-12	X				X	X	X							X		2 hours twice wk.	$100.00
IMPROVEMENT OF BASIC READING SKILLS	1-8			X	X		X	X	X	X					X			$332*
PROGRAMMED TUTORIAL READING	1		X	X		X				X			X			X	15 min.	$150.00 to $250.00*
SCHOOL VOLUNTEER DEVELOPMENT PROJECT [a]	K-12		X	X		X									X	X	30 min.	$2.25
TEACHING ALL CHILDREN TO READ (TACR)	K-3			X						X		X	X			X	30 min.	$25.00**
SOUND SYMBOL PARENT TEACHING PACKAGE	K-5			X					X	X	X	X	X			X	20 min.	$4.25**
BLENDING SOUNDS PARENT TEACHING PACKAGE	K-5			X					X	X	X	X	X			X	20 min.	$5.50**

a- eligible for State Adopter Grant
b- eligible for State Facilitator Support

*includes administrative and clerical staff
**costs less with more students using materials

NAME OF PROGRAM	GRADE LEVEL	TUTORS			SPECIAL PROGRAM COMPONENTS												TIME	COST
		Peer	Cross-Age	Adult	Reading Specialist	Coordinator	Laboratory	Paraprofessional Aides	Diagnosis	Sequenced Lessons	Record Keeping	Games	Motivation	Parent Information	Teacher Training	Tutor Training (Manual)	Time spent in tutoring session	Start up costs per pupil
WORD RECOGNITION PARENT TEACHING PACKAGE	K-5			X					X	X	X	X	X			X	20 min.	$4.25**
VOCABULARY BUILDING	K-5			X					X	X	X	X	X			X	20 min.	$2.50
SOUNDER	2-8		X	X					X	X	X	X	X	X	X	X	30 min.	$24.35**
RIGHT TO READ: WILSON JUNIOR HIGH SCHOOL [b]	7-12	X	X	X														
LEARNING TO READ BY READING [b]	4-12			X		X									X			$33.20
COMMUNICATIONS SKILLS IMPROVEMENT CENTERS	7-9			X	X		X								X			$42.87
READING POWER FOR MADISON STUDENTS	8-12			X		X	X	X							X			N/A
SWRL/GINN BEGINNING READING PROGRAM:																		
a. CROSS-AGE	K-1		X							X		X			X	X	50 min. 2 days/ a week.	$3.50
b. PARENTS	K-1			X						X		X			X	X	15 min. 4 days/ a week.	$1.00

a - eligible for State Adopter Grant
b - eligible for State Facilitator Support

*includes administrative and clerical staff
**costs less with more students using materials

READING SKILLS PROGRAMS
USING TUTORS

To receive more information, check the name of the selected product(s) on this sheet. Detach, fold so that address shows, and mail.

Tutoring Kits

_____ TEACHING ALL CHILDREN TO READ

_____ SOUND SYMBOL PARENT TEACHING PACKAGE

_____ BLENDING SOUNDS PARENT TEACHING PACKAGE

_____ WORD RECOGNITION PARENT TEACHING PACKAGE

_____ VOCABULARY BUILDING PARENT TEACHING PACKAGE

_____ SOUNDER

Tutoring Programs

_____ HIGH INTENSITY TUTORING (HIT)

_____ HELP ONE STUDENT TO SUCCEED (HOSTS)

_____ STUDENT TEAM LEARNING

_____ HIGH SCHOOL PEER TUTORING PROGRAM (Homework Helpers)

_____ IMPROVEMENT OF BASIC READING SKILLS

_____ PROGRAMMED TUTORIAL READING

_____ SCHOOL VOLUNTEER DEVELOPMENT PROJECT

Educational Programs in which Tutoring is One Part of the Strategy

_____ RIGHT TO READ: WILSON JUNIOR HIGH SCHOOL

_____ LEARNING TO READ BY READING

_____ COMMUNICATION SKILLS IMPROVEMENT CENTERS

_____ READING POWER FOR MADISON STUDENTS

_____ SWRL/GINN BEGINNING READING PROGRAM

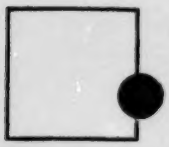
NAME: _____

SCHOOL: _____

ADDRESS: _____

_____

ZIP: _____



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